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ABSTRACT

This teacher's guide accompanies nine other kits that describe the Hungarian American experience in Pittsburgh and western Pennsylvania. Activities are suggested that can be used at different educational levels and in various subject areas. The approach focuses on the experience of Hungarians to illustrate key concepts related to immigration and ethnicity. Class activities are outlined for five educational kits dealing with: (1) children's Hungarian heritage; (2) Hungarian immigrants in the Pittsburgh area; (3) Hungarian community life in Pittsburgh today; (4) Hungarian folk arts and crafts; and (5) survey of Hungary--past and present. (Author/JD)

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ED219352

HUNGARIAN ETHNIC HERITAGE STUDY OF PITTSBURGH, PENNSYLVANIA

Educational Curriculum Kit 10

TEACHING GUIDE FOR HUNGARIAN CURRICULUM KITS

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prepared by
Jonathan Flint

Study Director: Dr. Paul Bődy

Pittsburgh, Pennsylvania

1981

SP 020 320

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HUNGARIAN ETHNIC HERITAGE
STUDY OF PITTSBURGH

Educational Curriculum Kit 10

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Prepared by:
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Published by:
HUNGARIAN ETHNIC HERITAGE STUDY GROUP,
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Dr. Paul Bődy, Director

Pittsburgh, Pennsylvania
1981

INTRODUCTION

The Hungarian Ethnic Heritage Study of Pittsburgh is pleased to present a series of ten educational curriculum kits concerning the history, culture and current community life of Hungarians in Greater Pittsburgh.

The purpose of this series is to provide an easily understandable guide to the Hungarian ethnic community in Greater Pittsburgh. The ten curriculum kits can be read and understood by the interested student, teacher, and general reader. No special training in Hungarian studies is presumed.

The format of curriculum kits was chosen for several reasons. By treating specific topics separately, we wished to present to the reader, student and teacher a comprehensive view of a well-defined topic. For example, the reader interested in current ethnic life will find most of that information in kits 3 and 4, concerned with "Historic Hungarian Places" and "Hungarian Community Life," respectively. On the other hand, the historically-inclined reader will turn to kit 2, "Hungarian Immigrants in Greater Pittsburgh, 1880-1980." Another practical consideration was that teachers should be able to use each kit as a basic information source, reading material, and teaching guide on a specific topic. Those interested in several topics will probably review all kits and consult additional sources listed in each of them.

The titles of the ten curriculum kits are:

1. Children's Hungarian Heritage
2. Hungarian Immigrants in Greater Pittsburgh, 1880-1980
3. Guide to Historic Hungarian Places in Greater Pittsburgh
4. Hungarian Community Life in Greater Pittsburgh
5. Hungarian Folk Traditions Revisited
6. Hungarian Folk Arts and Crafts
7. Survey of Hungary: Past and Present
8. Hungarian Historical Sources and Collections in Greater Pittsburgh
9. Bibliographical Guide to Hungarian-American Sources
10. Teaching Guide for Hungarian Curriculum Kits.

These curriculum kits respond to the special need of the classroom teacher for relevant materials and a teaching guide to Hungarian ethnic studies. The first seven kits

introduce selected subject areas, while kits 8-10 provide guidelines for research and teaching.

Another feature of our study is that it makes available an extraordinary amount of primary source material relating to the history of the Pittsburgh Hungarian community. In the course of our research, we have identified and evaluated historical resources preserved in 13 libraries, 25 church collections, and 24 organizational archives, amounting to a total of 62 separate documentary collections. All major holdings in each collection are identified, evaluated, and annotated for the benefit of the prospective student and scholar in kit 8. To illustrate the potential value of these resources, we have used them liberally in our narrative.

This publication is not intended as the final word on Hungarians in Pittsburgh, but the first major step leading to the discovery and better understanding of the Hungarian heritage. Our primary task was to prepare an inventory of documentary resources, to present selected aspects of the Hungarian heritage, and to design guidelines for classroom teaching. We hope that the results of our work will encourage students, teachers, and scholars to explore the Hungarian heritage. We welcome such explorations and are prepared to provide assistance if requested.

We extend our sincere appreciation to all persons and organizations who supported this undertaking. We acknowledge the financial assistance provided to us by the Ethnic Heritage Studies Program of the United States Department of Education, which made our study possible. We express our special thanks to the Pittsburgh Hungarian community, to all churches and synagogues, fraternal, social, and cultural organizations, as well as individuals who responded so generously to our requests. We wish to extend our appreciation to our Advisory Council, representing both Hungarian organizations and ethnic studies specialists. We appreciate also the support received from our organizational sponsor, the American Hungarian Educators' Association. Finally, as project director I wish to take this opportunity to commend the outstanding cooperation, dedication, and sustained performance, often under trying circumstances, of all study participants, and especially of their families, whose patience, sacrifices, and sense of humor made the completion of this study possible.

CONTENTS

1. Preface I
2. Activities 1
   - Overview of Hungarians in Pittsburgh 2
   - Family Journey 3
   - Hungarian Immigration to Pittsburgh 5
   - Hungarian Immigrant's Bundle 6
   - Entry into the United States 8
   - Community Life of Immigrants 10
   - Hungarian Immigrant Life, 1900-1940 15
   - Hungarian Ethnic Churches 16
   - Hungarian-American Biographies 17
   - Hungarian Community Life Today in Pittsburgh 19
   - Hungarian Traditions in Pittsburgh 20
   - Geography of Hungary 22
   - Hungarian Vocabulary 23
   - Let's Speak Hungarian 24
   - Using Primary Sources for Studying the Hungarian-American Experience 25
   - Oral History Interviews 26
   - Hungarian Family History Project 30
3. Study Guides 33
   - Educational Curriculum Kit 1 37
   - Educational Curriculum Kit 2 39
   - Educational Curriculum Kit 4 41
   - Educational Curriculum Kit 6 42
   - Educational Curriculum Kit 7 43

PREFACE

This Teacher's Guide accompanies nine other kits that describe the Hungarian-American experience in Western Pennsylvania. Some of the activities can be used independently but most are designed to be used in conjunction with one or more of the other kits.

The activities have been developed in a way that allows them to be used at different educational levels and subject areas. Rather than gearing a limited number of activities to specific levels and subjects we felt the guide would be more useful if the activities were adaptable to different grade levels and subjects. A teacher using the guide should therefore feel free to implement the suggested activities in any manner that he or she feels appropriate.

There are a variety of approaches to teaching about immigration and ethnicity and each has its advantages and disadvantages. The approach used here, focusing on the experience of a single ethnic group to illustrate key concepts related to immigration and ethnicity, is particularly useful for several reasons.

First, by focusing on a single group's experience, students can learn in-depth about the difficulties and sacrifices associated with leaving one's homeland to begin a new life in America. This in-depth study provides students with concrete examples of abstract concepts such as migration, assimilation, prejudice, discrimination, social mobility, the role of social and religious institutions, and maintenance of cultural traditions.

Second, the Hungarian-American experience typifies the problems and triumphs of many other ethnic groups in Western Pennsylvania. The reason Hungarians came to Pittsburgh, their major part in the industrial labor force, the kinds of social-fraternal organizations they founded, the importance of the church or synagogue in their lives, and their ability to "make it" in America are similar to the experience of other immigrant groups.

Finally, it is necessary to undertake research and curriculum development projects related to groups such as Hungarian-Americans because historians and other scholars have to a large degree neglected the in-depth study of individual groups.

2. ACTIVITIES

OVERVIEW OF HUNGARIANS IN PITTSBURGH

General Idea:
A general overview of a group's experience in a particular region can help orient students to a unit of study on that group.

Introduction:
This teacher's guide and other kits in the series deal in-depth with various aspects of the Hungarian experience in Pittsburgh. It might be useful for students to have a general overview of the Hungarians in Pittsburgh before studying any one aspect in detail. This activity can serve as an introduction or capstone to a more detailed study of Hungarians in Western Pennsylvania.

Specific Objective:
Students will gain an overall picture of Hungarians in Pittsburgh.

Materials:
Reading, "Hungarians in Pittsburgh" (page 2).

Minimum Time Required:
One 40-minute session.

Procedure:
Step 1: Have students read or read aloud the attached reading.

Step 2: Discuss the following:

a. Why were most of the early Hungarian immigrants single men between the ages of 19 and 35?
b. Name some reasons they came to America.
c. Why did Hungarian immigrants work primarily as unskilled laborers?
d. Why were Hungarians often confused with other ethnic groups?
e. List some contributions of Hungarians to the Pittsburgh community.

THE HUNGARIANS IN PITTSBURGH

Although a few Hungarians came to Pittsburgh as early as 1850, most of them arrived 30 years later.

After Czarist intervention dealt a death blow to Hungarian hopes of gaining freedom from the Austrian empire, Louis Kossuth, a patriot leader, came to America in 1851, reaching Staten Island on December 4. Although greeted with enthusiasm in America (Kossuth was in Pittsburgh for ten days and gave more than twenty balcony speeches to groups from all over the area), the ethnic facts of Central Europe remained a mystery to Americans for half a century. One of the difficulties in studying Hungarian ethnic history is that until 1900 they were lumped with Slavs from the Austro-Hungarian empire, either as Hungarians or Austrians. We know, however, that a few did come here, and that more than 125 in all fought for the Union in the American Civil War. Nine were killed in action, and seven became generals.

Hungarians began to come to America in considerable numbers by 1880, many of them settling near the mines, or around the steel mills in Soho, McKeesport, Duquesne, Homestead, Hazelwood and Munhall. In 1886 a group of 35 Hungarian families from Fayette County, sponsored by a Population Company, migrated to Saskatchewan, where they set up the town which in 1912 took the name Esterhazy. It is now an important metal center. In 1893 several several hundred more from the Mckeesport area joined them, setting up the town of Bekevar.

Most of the early immigrants from Hungary were single men between 19 and 35 years. They came from regions where over-population was a problem, mostly in northern Hungary or from the great Alfold plain, where the great landholders would not let them acquire sufficient acreage to earn a living. In America, not knowing the language, they at first became unskilled laborers in the mines and mills. Later, an unusually large proportion of them joined the intelligentsia and professional classes, becoming lawyers, engineers, physicians, and officials. Others engaged in silk dyeing, sugar refining, became cabinet or tool makers, opened restaurants, tailoring or other shops; or became painters, shoemakers or went into agriculture. George Szecskay of Hazelwood was a talented poet and journalist in Hungarian and English, and Rev. Barnabas Dienes of the same area wrote numerous

plays about his countrymen, both here and in the old country.

Although the number of Hungarians in this area was for a long time uncertain, owing to looseness of immigration and census groupings, there were enough here that by 1900 a Hungarian Catholic Church was formed in McKeesport. Other Hungarian Catholic and Protestant churches followed soon afterward, as religion was always a binding force among these people. So, at times were fraternal and insurance, and sometimes political groups. By 1930 there were 7,205 foreign born Hungarians in Allegheny County and 10,213 of the second generation. By 1940 the census showed 8,340 born overseas and more than 10,000 born here. Since immigration was sharply restricted after 1920, most of those in this area today are second or third generation, except for some who came to this country after the Hungarian anti-Communist uprising two decades ago. A Hungarian Room at the University of Pittsburgh was dedicated April 12, 1939.

Five Hungarian newspapers were being published in Allegheny County in 1940, and there were more than 40 beneficial, cultural, social, literary and musical societies.

Hungarians have an extraordinarily developed love for lyric music, long sung by soldiers over their campfires and by shepherds and peasants at their work. Their work has been adapted and interpreted by such masters as Brahms, Esterhazy, Liszt, Szigeti, Bartók and Berlioz.

Source: Pittsburgh Folk Festival Program Booklet, 1976

FAMILY JOURNEY

General Idea:
Every family experiences migration, either directly or indirectly.

Introduction:
Each student creates a jigsaw puzzle which tells in words and illustrates with picture the story of a family journey involving a change of home or homeland. The students then try to put together one another's jigsaw puzzles.

Specific Objectives:
To help students learn about migration.

To help students visualize a historical family experience.

Materials:
Story sheet for each student (below).
Solid backing (e.g. cardboard) for each story.
Crayons, colored pencils or markers, scissors, glue (the kind of rubber cement that comes in a plastic bottle with wide brush built into the cap is best).
An envelope for each cup-up puzzle.
(Adapted from an activity developed by The Children's Museum, Boston.)

Procedures:
1. Ask students to tell stories (orally) about moves of family members, either from one place to another within the U.S. or from one country to another.
2. Have students choose a story to write on their story sheets (which have been glued on to cardboard backings). They may need to get information from parents to other relatives so part of the work will have to be completed at home.
3. After writing the story, students should draw a picture of their story on the back.
4. The students should then cut their puzzles into several large pieces (about 6) and then try to put each other's puzzles together.

STORY SHEET

1. Once upon a time ____ from ____ to ____

left ____ The trip took ____ days and there were problems, such as ____

about (date) ____ The entire trip lasted ____

because ____ And they arrived in ____

They traveled by ____ They now ____

HUNGARIAN IMMIGRATION TO PITTSBURGH

General Idea:
People migrated from Hungary to Western Pennsylvania for economic and political reasons.

Introduction:
This activity introduces students to the reasons Hungarians left their homeland to settle in Western Pennsylvania. Students will explore four different waves of Hungarian immigration: prior to WW I; between WW I and WW II; post WW II; and after the Revolution of 1956. The activity deals with both "push" and "pull" factors related to immigration.

Specific Objectives:
Students will understand the term *immigrant*.

Students will identify reasons why Hungarians immigrated to Western Pennsylvania.

Minimum Time Required:
Two 40-minute sessions.

Materials:
Curriculum Kit #2, *Hungarian Ethnic Heritage Study of Pittsburgh.*

"Why leave Hungary?" Role Play exercise (attached).

Procedures:
Step 1: Have students suggest reasons people might move from one place to another. They should be encouraged to draw on personal, contemporary examples such as grandparent's retiring, someone looking for a job, going away to school, etc. List all of the reasons on the chalkboard in two separate columns "Push" and "Pull", i.e., reasons related to factors forcing someone to leave vs reasons related to the attractiveness of the place to which they are going.

Step 2: Divide class into groups of 3 or 4 students. Read the following selection to the students or hand out xerox copies. Have students complete the exercise at the end of the reading.

The year is 1897 and you are part of an Hungarian family living in the Northeastern county of Saros. Your family is poor. You are farmers on a small plot of land. One of your older brothers lives in McKeesport, Pennsylvania in America. He works in a steel mill there and sends money home to the family every month. He also writes letters to your family telling about the big factories in America and how easy it is to get a job. There are many Hungarians living in the same community with your brother. They all help each other get jobs. They go to the same church and they all belong to the Verhovay Association.*

In the chart below list as many reasons as you can for emigrating and reasons for staying.

Reasons for Emigrating	Reasons for Staying

Now, as a group, decide whether to go or stay.

GO _____ STAY _____

Explain your reasons: _____

_____

_____

*Note to teacher: (Hungarian Fraternal Benefit Society)

HUNGARIAN IMMIGRANT'S BUNDLE

General Idea:
Leaving one's homeland to travel to America required the emigrant to make hard decisions regarding what personal items to take along.

Introduction:
After packing many of their belongings onto a horsedrawn wagon or train, emigrants traveled overland to reach a port where they would board a ship destined for America. Because the ships were small, perhaps 20 feet wide and 125 feet long,

each family's compartment (in steerage class) was no more than 5 feet wide, 5 feet long, and 4 feet high. As a result, only a limited number of personal belongings could be taken on board. This activity requires students to engage in a role-playing exercise that involves making decisions about which belongings to leave behind.

Minimum Time Required:
One 40-minute class period.

Materials:
Simulation, list of items brought to port (page 8).

Procedures:
Read aloud (or distribute) the simulation. Divide students into groups of 3 or 4 and have them go through the role-play exercise.

Simulation
You and your parents and infant brother are immigrating to North America in 1850. After a two-day ride, you arrive at a port where your sailing ship is docked. The sailing ship is small, perhaps 20 feet wide and 125 feet long. At least 85 immigrants and 15 crew members will cross the ocean on this small ship. After seeing the space your family will have, it is clear that you cannot possibly bring all the things you packed for the trip. And you have already sold practically everything at the farm auction. You have with you only the last, most important belongings. Your wooden chest which is 3 feet by 3 feet by 5 feet can be put in a storage space in the ship's hold under the passenger quarters. Everything else has to go with your family into the family compartment which is 5 feet wide, 5 feet long, and 4 feet high.

Directions:
From the following list, check the items you will take on the ship to North America. Talk with your group about your check list. Change it if you wish. Then check the group's list next to yours.

List of Things Brought to Port

My List	Group List		My List	Group List	
☐	☐	Rocking chair	☐	☐	Grindstone (3' x 2' abo... 60 lbs)
☐	☐	Wooden bed	☐	☐	Ax
☐	☐	Table	☐	☐	Hammer, nails
☐	☐	Baby cradle	☐	☐	Cross-cut saw
☐	☐	Cage of geese	☐	☐	Scythe
☐	☐	Basket of food	☐	☐	Horse harness
☐	☐	Eating utensils	☐	☐	Knives
☐	☐	Bundle of bedding	☐	☐	Gun
☐	☐	Bundle of clothing	☐	☐	Fishing gear
☐	☐	Sheep shears	☐	☐	Medicines
☐	☐	Wool card	☐	☐	Bible
☐	☐	Spinning wheel	☐	☐	Candles
☐	☐	Loom	☐	☐	Soap
☐	☐	Woolen yarn	☐	☐	Toys
☐	☐	Knitting needles	☐	☐	Sewing thread and needles

Questions:

1. How do you think this family earned its living?

   _____

   _____

2. Where do you think these people planned to live?

   _____

3. List the items with which you were not familiar.

   _____

ENTRY INTO THE UNITED STATES

General Idea:
Arrival in America was an exciting event for immigrants who had high expectations for their new life.

Introduction:
After crossing the Atlantic in crowded, unsanitary conditions, immigrants to America were indeed excited upon their arrival in New York. The significance of this event is symbolized by the Statue of Liberty and the four lines of Emma Lazarus' poem that appear on it. This activity asks students to examine the ideals and values implied in these symbols and to

compare these ideals to the experience of Hungarian-Americans in Pittsburgh.

Specific Objectives:
Students will compare American ideals (as expressed by the Statue of Liberty) with actual experiences of Hungarian-Americans.

Materials:
The New Colossus by Emma Lazarus (page 9).

Minimum Time Required:
One 40-minute class period.

Procedures:
Step 1: Distribute copies of poem and read aloud.
Step 2: Discuss the following questions:
a. What is a Colossus? a pogrom?
b. Why did Lazarus write this poem?
c. What does the Statue of Liberty symbolize and why were four lines of the Colossus poem engraved on it?
d. Can you give examples of how America has or has not lived up to the ideals expressed in the Colossus in terms of the Hungarian-American experience you have been studying about?
e. If you were to change the symbol for our country what would you choose to replace the Statue of Liberty?

THE NEW COLOSSUS by Emma Lazarus*

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
Keep, ancient lands, your storied pomp! cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.

Send these, the homeless, tempest-tossed to me:
I lift my lamp beside the golden door!"

Background Information:
Emma Lazarus' talent as a poet brought her works into the public eye when she was a girl of eighteen. Her interest in her heritage, however, was slower to develop. The descendant of Spanish Jews, her ethnicity lay dormant until she learned about the Russian pogroms against the Jews beginning in 1879. When Jewish refugees began arriving in the U.S. in 1881, she organized relief programs and published a bitter attack on the pogroms in *Century Magazine*. On November 2, 1883, Emma Lazarus wrote the poem, "The New Colossus" in anticipation of the dedication of France's centennial gift to the United States. The last four and a half lines of her sonnet were selected as the inscription of the pedestal of the Statue of Liberty, which was dedicated on October 28, 1886.

*The poem was originally published in *Poems*, Boston, 1889, Vol. I: This version and much of the background information came from page 107 of *The Annals of America: 1884-1894, Agrarianism and Urbanization*, Vol. II, William Benton, Chicago et al: Encyclopedia Britannica, Inc., 1968.

COMMUNITY LIFE OF IMMIGRANTS

General Idea:
Most Hungarian immigrants to Western Pennsylvania lived in crowded conditions and worked as laborers in the mill. They sought out fellowship and security through their own community organizations.

Introduction:
Industrialization demanded a growing labor force, much of which was met by immigrants from Europe. Hungarian immigrants, mostly peasant farmers, were attracted to the Pittsburgh area by the availability of jobs in the area's steel mills. These immigrants worked at the hardest and most hazardous jobs and lived in crowded, often unsanitary conditions.

To provide financial security in case of illness or death, fraternal benefit societies were founded.

Specific Objectives:

Students will understand the nature of work done by the majority of Hungarian immigrants.

Students will understand the living conditions of most Hungarian immigrants in Pittsburgh

Students will understand the role of social benefit associations.

Students will understand the importance of songs in the immigrants' life.

Minimum Time Required:

4 40-minute sessions.

Materials:

"Homestead: Households of a Milltown," (13-15).

Curriculum Kit 2, (*Hungarian Ethnic Heritage Study of Pittsburgh*).

Lyrics of Hungarian Immigrant Songs

By-Laws of Verhovay Aid Association

Procedures:

Step 1: Teacher should make some introductory remarks about the relationship between industrialization and immigration, stressing that you are using Hungarian-Americans as a case study.

Step 2: Read aloud or have students read "Homestead: Households of a Milltown." Discuss the reading.

Step 3: Ask students to list several needs of people or groups of people (beyond the basics such as food, shelter, etc.). This list might include socializing, benefits in case of death or illness of the breadwinner, maintenance of cultural traditions and language, etc.

Step 4: In groups of 3 or 4, students should prepare a plan for meeting the needs listed on the board.

Step 5: Students should share their plans with the entire class and the class should then select the best elements of each plan and finally arrive at a single plan of action.

Step 6: (optional) Have students establish a mock benefit society for their class and then act out various scenarios such as social events, the actual giving of benefits, or a regular meeting of the society.

Step 7: Read song lyrics to the students.
Step 8: Generate discussion about the lyrics by asking the following questions:
a. What tears are being referred to in line 3 and what do they signify?
b. Why does the writer have an aching heart?
c. What risks is the writer referring to in the final line?
Step 9: (optional) Have students write a short essay on the hardships of families being separated.

Könnyeinket szénpor issza,
Kacagásunk füstbe fúl
Kis falunkba vágyunk vissza
Ahol minden füszál értett magyarul

(Coal powder absorbs our tears,
Our laughter is drowned in smoke,
We yearn to return to our little village
Where each blade of grass knew Hungarian.)

Ha majd üt az óra,
Akkor virradóra
Felkapsz csodaszárnyon
Repülő hajóra,
Haza mégy és nem türsz
Semmi cudarságot,
Teremtesz magadnak
Uj Magyarországot

(When the clock strikes
And the dawn breaks
You take to magic wings
On flying boats
Home you return and won't put up
With any base deals.
You will create yourself
A new Hungary.)

Source: Emil Lengyel, *Americans from Hungary* (Philadelphia: J.B. Lippincott Co., 1948. pp. 129-130.

Stop, oh cloud, you dark black cloud,
and send below a drop or two.
Perhaps they are the tears she dropped;
Perhaps they'll cure my aching heart.

Captain, guide your ship with steady hands,
Take the right direction for Hungary,
There await me the youngsters and faithful wife,
For whom I've risked all that's good in life.

From: Theodore C. Grame – *One Land, Many Voices, Ethnic Heritage Through Music*, University of Pittsburgh, 1976.

Excerpt from HOMESTEAD: HOUSEHOLDS OF A MILLTOWN

From the cinder path beside one of the railroads that crosses the level part of Homestead, you enter an alley, bordered on one side by stables and on the other by a row of shabby two-story frame houses. The doors of the houses are closed, but dishpans and old clothes decorating their exterior mark them as inhabited. Turning from the alley through a narrow passageway you find yourself in a small court, on three sides of which are smoke-grimed houses, and on the fourth, low stables. The open space teems with life and movement. Children, dogs and hens make it lively under foot; overhead long lines of flapping clothes must be dodged. A group of women stand gossiping in one corner, awaiting their turn at the pump, — which is one of the two sources of water supply for the 20 families who live here. Another woman dumps the contents of her washtubs upon the paved ground, and the greasy, soapy water runs into an open drain a few feet from the pump. In the center a circular wooden building with ten compartments opening into one vault, flushed only by this waste water, constitutes the toilet accomodations for over one hundred people. Twenty-seven children find in this crowded brick-paved space their only playground; for the 63 rooms in the houses about the court shelter a group of 20 families, Polish, Slavic and Hungarian, Jewish and Negro. The men are unskilled workers in the mills.

This court is one of many such in Homestead; one of hundreds of similar courts in the mill towns of Ohio valley. The conditions produced by the incoming of these alien workers

form one of the unsolved problems of the steel district.

Two elements in the old country feed the population of these crowded sections: the ambitious young men, with no ties, unless to aged parents; and the men with wives, sometimes with children, who come over here to make a better home for them. They are all stimulated by the successes of their friends, who perhaps have returned with savings that seem fortunes. Often these people mortgage their all for the passage money and if they fail here no place is left to which they can go back. From quiet villages they come to this smoky town; from labor in the open fields to heavy work in the yards and thundering sheds of the mill.

As employment is steady and the workman's needs are simple, the wages seem large. The newcomer if a single man finds groups of his fellow workers living in close quarters – three or four in a room – who are enjoying life and saving money at the same time. So he too begins to save, and presently, if he has a family at home, sends for them to join him. If he is single, he sends for his sweetheart or marries some girls of his race, whom he meets in the mill-town courts of an evening or at church or at one of the lodge dances. If she has been at service here, she too will likely have a small account in the bank. Then, as the family grows and expenses increase, they resort to the old expedient and begin themselves to take boarders. Children come and grow up. The man's wage does not increase; as he is a "Hunkie" the chances are that he will remain a laborer. Most of these men come intending some day to go back with a thousand dollars—men of property. But even if they return once to the old country, they often turn again to America; growing attached to the new world, they become permanent residents.

An occasional family, when the man gets into tonnage work or when the children reach earning age and add their wages to the common fund, achieves a long desired happiness; they move to a separate house in the suburbs, perhaps even to one of their own. But to many the crowded court with its isolation from the rest of the community continues to be America.

Their labor is the heaviest and roughest in the mill — handling steel billets and bars, loading trains, working in cinder pits; labor that demands mostly strength but demands that in large measure. They work usually under the direction of an English-speaking foreman whose orders they often fail to understand. Accidents are frequent, promotions rare.

The steel industry, then, requires these strong men to do its heaviest labor, pays them its lowest wage, with little prospect of advancement and with the chance that they will be the first to suffer if work grows slack.

HUNGARIAN IMMIGRANT LIFE, 1900-1940

General Idea:
Employment and work conditions were one of the immigrants most important concerns.

Introduction:
Employment and conditions of work were one of the most important concerns of the immigrant. For most Hungarian immigrants the major goal of working was to save funds to take back to the homeland. Thus, unemployment was one of their greatest fears. This exercise helps students to realize the immigrants' attitude toward work.

Specific Objectives:
Students will understand the importance of employment to Hungarian immigrants.

Students will understand how to use a primary source document to learn about the past.

Materials:
Excerpts from the *Hungarian Catholic Weekly* (1908) - (attached).

Procedures:
Step 1: Have students read the following excerpt from the *Hungarian Catholic Weekly* (p. 8 from Kit #2).

Step 2: Have students write a short essay or give an oral report telling what they would do if they were in a similar situation.

I am visiting the boarding house of Károly Farkas in McKeesport.

All boarders are at home. The machines are silent, the smoke-stacks idle, and only a few men are busy at the tube plant.

Uncle Zsiros tells us his story:

I have had no work for 10 months.

Before the work stoppage we were well off. A good worker was able to make 5 – 6 dollars in a day in a Pittsburgh mine.

The mines produced tons of coal, thousands of workers were busy in the mines, and there were still many empty coal cars. There was always good cheer and happy singing among Hungarians.

McKeesport, Homestead and the other Hungarian places were satisfied. But now? Hundreds of thousands of workers are willing to work, but they have nothing to do. Four fifths of the work force at the Carnegie plants were laid off. In Butler 9000 men are jobless, among them several thousand Hungarians.

Only God knows how we survived the winter. The pastors did much to save us from starvation. Many received free food and lodging. Some returned to the homeland. But Hungary is far away and the trip very expensive. Most of us stayed on, hoping for better times.

Yet we have accomplished much. America gave us the opportunity to work. Our strength, mind, and will enabled us to succeed in the new world. We came as peasants, but we mastered the most difficult industrial jobs. Our progess demonstrates that we can perform well in the American industrial world. We are proud of our achievements. Hungarian workers produce bathtubs in Zelienople, freight-cars in Butler, and pipes in McKeesport. And only a short time ago we arrived as unschooled peasants and shepherds.

HUNGARIAN ETHNIC CHURCHES

General Idea:
The church played a key role in the lives of Hungarian immigrants in the Pittsburgh area.

Introduction:
Hungarian ethnic churches of various denominations were established by immigrants in the Western Pennsylvania area beginning in the 1890s. Congregations were organized by the Reformed, Roman Catholics, Byzantine Catholics, Baptists, Jews and Lutherans. Over the years a total of fifty Hungarian churches have served their congregations in the greater Pittsburgh area. These institutions served both religious and social needs.

Specific Objective:
Students will understand the role of ethnic religious institutions in the lives of Hungarian immigrants to Pittsburgh.

Materials:
Curriculum Kit #2, (*Hungarian Ethnic Heritage Study of Pittsburgh.*)

Minimum Time Required:
One 40-minute session.

Procedures:
Step 1: Assign students to read pp. 9-15 in Kit #2.
Step 2: Discuss the following questions in class:
What roles did/does the religious institution play in the lives of immigrants?
- social
- religious
- educational
- maintenance of identity

Step 3: Visit a Hungarian church or temple.
Invite a pastor from a Hungarian church to your class as a guest speaker.

HUNGARIAN-AMERICAN BIOGRAPHIES

General Idea:
Many Hungarian-Americans have achieved public recognition for their contributions to American life.

Introduction:
It is important that students realize that Americans of diverse backgrounds have made significant contributions to the United States. Such a realization can help students become aware that negative sterotypes and generalizations about groups are often inaccurate and detrimental. Thus, positive role models representing an ethnic group should be presented to students.

Minimum Time Required:
Two 40-minute sessions plus homework assignments.

Materials:
List of well known Hungarian-Americans, (attached).
Curriculum Kit #7, (*Hungarian Ethnic Heritage Study of Pittsburgh.*)

Procedures:

Step 1: Provide students with examples of well-known Hungarian-Americans. Explain that these are only examples of contributions made by certain individuals.

Step 2: Have students select a person on whom to write a short biography.

Step 3: Have students give short oral reports based on their research or create a bulletin board of "Famous Hungarian-Americans."

WELL-KNOWN HUNGARIAN-AMERICANS

Music

Antal Dorati – Conductor, Composer
Béla Bartók – Composer
Ernest V. Dohnányi – Composer, Conductor, Pianist
Fritz Reiner – Conductor (Pittsburgh and Chicago Philharmonic Orchestra)
Eugene Ormandy – Conductor (Philadelphia Orchestra)

Acting:

Cornel Wilde
Tony Curtis
Zsa Zsa Gabor
Ernie Kovacs
Peter Lorre
Victor Varconi
Ilona Massey

Literature:

Joseph Pulitzer – Journalist
George Kemeny – Poet
Joseph Remenyi – Professor of Literature
Stephen Lorant – Historian
Ferenc Molnar – Playwright
Kate Seredy – Children's Literature

Arts:

Duchess Vilma Parlaghy – Portrait painter
August Barton – Water color pictures
Ilonka Karasz – Illustrator -New Yorker
Alexander Finta – Sculptor
Laszlo Moholy-Nagy – Industrial designer
Joseph Domján – Wood-cut art
György Kepes – Painter
Eugene Körmendi – Sculptor
Marcel Breuer – Architect
Endre Fazekas – Pittsburgh church artist

Sports:

Joe Namath – Football
George Malas – Football
Larry Csonka – Football
Julius Boros – Golf
Martha Nagy – Gymnast
Gyorgy Jekelfalussy-Piller – Fencing
Louis Thesz – Wrestling
Tibor Nyilas – Fencing, saber
Ferenc Sipos – Marathon runner

Science and Industry:

Joseph Galamb – Designed the Model T
Istvan Tuba – Basic Technology Incorporated (Pgh.)
Joseph Rokop – President, Rokop Corporation
Edward Teller – Physicist
Louis Szathmary – Owner of the Bakery Restaurant in Chicago, known for authentic Hungarian cooking
Theodor von Karman – Father of modern aerodynamics
John von Neumann – Pioneer in mathematics and computer sciences
Albert Szent-Györgyi – Nobel Prize winner in medicine and physiology

Judith M. Remenyi – Miss USA 1966

HUNGARIAN COMMUNITY LIFE TODAY IN PITTSBURGH

General Idea:

Hungarian-Americans are actively engaged in maintaining their cultural heritage.

Introduction:

The Hungarian ethnic community continues to be an important part of the Western Pennsylvania multiethnic network. The most numerous forms of community life surround the churches and clubs in the area, but a nationwide fraternal association and four Hungarian publications may still be found in the Pittsburgh area. In addition, renewed emphasis has been placed on providing youth with opportunities to foster their ethnic consciousness. It is important for students to understand that ethnic traditions are alive and, in some cases, flourishing.

Specific Objectives:

Students will be aware of activities that Hungarian-Americans engage in to preserve their heritage.

Students will understand that many organizations are involved in the preservation of Hungarian-American cultural heritage.

Minimum Time Required:
Two 40-minute class sessions.

Materials:
Curriculum Kit #4, (*Hungarian Ethnic Heritage Study, Pittsburgh*)
Community Study Sheet (attached)

INSTRUCTIONS FOR COMMUNITY STUDY

To do this activity, you will need a camera or a pad and pencil for drawing and/or writing. You can use the restaurant or grocers' headings in the yellow pages of the phone book to find areas where people of a particular ethnic group might congregate.

1) Walk down the street taking pictures, making drawings, or writing descriptions of any evidence of ethnic identification. Look for signs, menus, clothing styles, and so forth. Ask for permission to photograph or draw grocery shelf items that are special ingredients for particular ethnic foods.
2) See if the neighborhood playgrounds are used by children for games that have particular ethnic or national backgrounds, such as Bocce in Italian neighborhoods.
3) Check for graffiti, sidewalk chalk games, and children's chants.
4) Look for buildings, such as churches, that might reflect the presence of an ethnic group.

Arrange your photos or drawings or written descriptions so they will show a "day in the life of _____."
Display it in your classroom or library.

HUNGARIAN TRADITIONS IN PITTSBURGH

General Idea:
Hungarian folk art is gaining renewed popularity among young and old alike.

The Hungarian Nationality Room at the University of Pittsburgh displays fine examples of carving.

The Pittsburgh area offers many opportunities for students to observe aspects of Hungarian history, art and culture.

Introduction:
Because the Pittsburgh area is such an important center of Hungarian-American life, there are several places that students can visit to learn about Hungarian history, culture and art. Students will gain a greater appreciation of the richness of the Hungarian tradition by observing one or more of these places firsthand.

Specific Objectives:
Students will become familiar with historic Hungarian sites in the Pittsburgh area.

Students will gain an appreciation of Hungarian art, culture and history.

Minimum Time Required:
Six 40-minute class sessions plus a ½ to 1 day field trip.

Materials:
Curriculum Kits #3 and #6, (*Hungarian Ethnic Heritage Study, Pittsburgh.*)

Procedures:
Step 1: You should become familiar with one or more of the sites described in Kit #3 and decide which to take your students to.
Step 2: Explain the significance of the site to your students and brief them on what to look for. You may want to prepare a checklist of things the students should look for and distribute it to students.
Step 3: Visit the site and have students complete their lists.
Step 4: Discuss the significance of the site and allow students to share their impressions. This can be done in a class session subsequent to the actual field trip.
Step 5: Use one class period to introduce students to the variety of Hungarian Folk Arts. If you have little background on folk arts you should read Kit #6 as preparation for the discussion. Another alternative, of course, is to invite an expert to your class as a guest speaker.

Step 6: Arrange a field trip to Pitt's Nationality Rooms. To do so, contact:

Nationality Rooms Program
361 Mervis Hall
University of Pittsburgh
Pittsburgh, PA 15260

Telephone: (412) 624-6150

Slide-tape show is also available from this office.

THE GEOGRAPHY OF HUNGARY

General Idea:
An understanding of the root cultures of immigrants is essential to the understanding of a group's experience in America.

Introduction:
Any study of an ethnic group in the United States should include some information on the root culture of that group. This activity provides a general overview of the geography of Hungary.

Specific Objective:
Students will be able to identify important geographic features and location of resources in present day Hungary.

Minimum Time Required:
Two 40-minute sessions.

Materials:
- Wall-map of Hungary
- Map transparency
- Copies of ditto map
- Crayons or colored pencils

Procedures:
Step 1: Put up wall map, project transparency and give each student a blank map.

Step 2: Name key cities, rivers, mountains, etc., and have a student point that feature out on the wall map then draw it on the transparency so students can then draw the same feature on the blank maps they have at their desks.

Step 3: Review key features through group discussion. Then have students color their maps as they choose.

HUNGARIAN VOCABULARY

General Idea:
By learning key vocabulary words students can easily remember important points related to the Hungarian-American experience.

Introduction:
Each ethnic group has a group of key words that are readily associated with that group. Hungarian-Americans are no exception. In order for students to remember key elements related to the Hungarian-American experience they should master a few new vocabulary words.

Specific Objective:
Students will learn the meanings of key words related to the Hungarian-American experience.

Materials:
Hungarian Wordgram (attached)

Minimum Time Required:
Two 40-minute sessions.

Procedure:
Step 1: Students should study the attached list of vocabulary words. They have all been referred to in other units or kits.
Step 2: Pass out the wordgrams and give students either a list of words or a list of definitions; depending on the level of the students.
Step 3: Ask the students to work individually or in pairs to solve the wordgram.

HUNGARIAN WORDGRAM

F	K	F	A	L	O	P	A	O	M	G	E	A
A	J	R	B	M	A	N	O	B	C	E	C	F
B	I	A	L	M	O	S	R	Z	G	D	E	B
C	H	T	E	C	O	S	M	A	L	O	M	D
P	V	E	R	H	O	V	A	Y	U	V	A	F
M	G	S	F	U	D	Q	G	H	T	E	H	G
G	T	N	R	N	P	M	Y	U	I	K	I	S
I	S	A	J	G	O	N	A	N	O	A	J	A
E	A	L	E	A	M	L	R	G	U	I	B	D
A	U	O	I	R	N	K	J	A	A	M	C	R
M	P	M	N	I	D	O	I	R	E	R	D	A
I	S	T	V	A	N	G	S	Y	F	E	A	S
V	V	T	S	N	R	Q	H	M	N	O	P	C

Find the Following Words:
FRATERNAL – A benefit Society
VERHOVAY – Best-Known Hungarian Benefit Society
ISTVÁN – First King of Hungary
HUNGARIAN – Person whose origins are in Hungary
JÁNOS – "John" in Hungarian
ÁLMOS – A name-day celebrated in January
MAGYAR – Hungarian
MALOM – Hungarian Children's games
HUNGARY – Country in Eastern Europe
IMRE – Hungarian Saint—origin of word America
CSÁRDÁS – Hungarian dance
MAGARAC – Joe _____ well-known Hungarian and legendary hero of the steel industry.

LET'S SPEAK HUNGARIAN

General Idea:
Language is inseparable from culture and can thus tell us much about a group's characteristics.

Introduction:
Learning a few phrases of another language can often provide a "feel" for a certain ethnic or cultural group. While students cannot be expected to become conversant in Hungarian they can master a few simple words and phrases that will add an exciting dimension to the study of the Hungarian-American experience in the Pittsburgh area.

Specific Objective:
Students will learn to speak a few simple Hungarian phrases.

Materials:
List of Hungarian words and phrases (attached).

Minimum Time Required:
Variable, probably at least three 40-minute class sessions.

Procedures:
Step 1: Drill the students in pronouncing the attached list of Hungarian words and phrases. Be sure to work on only one or two at a time.
Step 2: Once students have learned a few words, require that they use them during class.

HUNGARIAN WORDS AND PHRASES

Good Morning	Jó reggelt – yo reg-gelt
How are you?	Hogy vagy? – Hodge vodge?
I am fine, and you?	Köszönöm jól, és te – Kosonom yowl, aesh tey.
Hello/Hi	Szervusz – Servoos
Goodbye	Isten veled – Ish-ten vel-ed
See you later	Viszontlátásra – Vis-ont-la-tawsh-ra
Teacher	Tanitó – Tawn-eee-toe
Student	Diák – De-awk
Boy	Fiu – Fee-ou
Girl	Lány
Desk	Asztal – Os-tawl
Chair	Szék – Saik
Classroom	Osztályterem – As-tay-terem
Thank you	Köszönöm – Kosonom
You are welcome	Szivesen – Civeshen

OTHER SUGGESTED ACTIVITIES

1. **Hungarian Calendar** - Students should do research to discover important Hungarian holidays and festivals. They can then fill in a large wall-size calendar and decorate it appropriately. You may also want them to

maintain a desk calendar as well, which they might use as a gift for parents or their relatives.

2. **Hungarian Festival** – Plan a celebration of Hungarian customs including native dress, dance, music and food. This could be done most effectively in cooperation with other teachers, i.e., the art, music and home economics teachers. Students could then publish a simple Hungarian cookbook, which could be sold to raise money to pay for the festival.
3. **Hungarian Bulletin Board** – Decorate the classroom bulletin board with pictures or actual examples of Hungarian folk art. Many examples are included in the other kits in this series.

USING PRIMARY SOURCES FOR STUDYING THE HUNGARIAN-AMERICAN EXPERIENCE

General Idea:
Primary source materials offer a valuable base of information for learning about Hungarian-Americans.

Introduction:
Scholars who wish to study the immigrant and ethnic experience in Western Pennsylvania must rely heavily on primary source materials. Such resources, ranging from family bibles to church records to newspapers, can be found in various institutions, agencies, organizations or in private homes. Students cannot only learn valuable substantive information about local history by working with primary sources, they can also develop critical social science research skills.

Specific Objective:
Students will learn how to analyze and interpret primary source materials related to the Hungarian-American experience in Western Pennsylvania.

Minimum Time Required:
Two 40-minute class periods.

Materials:
Curriculum Kit #8 (*Hungarian Ethnic Heritage Study, Pittsburgh*)
List of Primary Sources (page 27).

Procedures:

Step 1: Divide students into pairs. They should select one entry from the Inventory (Kit #8) and then list several kinds of information they might learn from analyzing the records.

Step 2: (optional) – Get copies of primary sources (or have students bring in materials they may have at home) and have students interpret the materials.

RESOURCE CARD

Purpose:

The resource cards list places and sources of information useful in doing historical research about people, places and events. These places and sources should be useful for gathering information for many of the IMMIGRANT STUDIES activities.

The methods for obtaining information from these sources typically involves a phone call, letter or visit. In preparing for a visit, contact the place and answer the following questions:

1) How you should prepare for the visit?
2) What materials are there for your use?
3) What people are there to help you?
4) If copies can be made of records or photos? Costs?

PLACES	SOURCES
	Family
home	family Bibles
	diaries
	letters
	photos
	family members
	Local
church	birth records
	death records
	marriage records
	baptism records
	confirmation records
	funeral records
	church histories
	photos

PLACES	SOURCES
cemeteries	tombstone inscriptions death records
libraries	files of newspapers (with notices of births, marriages, deaths, changes in family residences) books on history, ethnic groups
newspaper offices	newspapers photos
ethnic organizations	membership lists books on ethnic settlements books on ethnic groups sponsorship of ethnic activities language classes, citizenship services
	County
Courthouse (clerk county court)	records of county government land ownership records marriage records death records birth records divorce records census records civil and criminal court records wills lists of taxpayers naturalization records
	State
historical societies	newspapers manuscripts records of vital statistics histories of families, churches, counties, states, cities genealogical periodicals census records (territorial state, and federal Atlases (counties, farmers and traders) city directories lineage books

PLACES	SOURCES
archives	Federal census schedules state census schedules
State Bureau of Vital Statistics (may be within state department of health)	*official* records of births, marriages deaths in the state
	National
National Archives and Records Services *General Services Administration* *Washington, DC 20408*	Federal censuses through 1900 passenger records steamboats passenger records sailing vessels military records pension records U.S. censuses of agriculture and industry
Library of Congress	American and foreign-compiled genealogies state historical society publications patriotic and hereditary society publications (lineage books, lists of family members) published works on immigrants to the U.S. published rosters of American soldiers and sailors for wars of the Thirteen Colonies of the U.S. histories of localities in U.S. and foreign countries guides to records in state archives and historical societies biographical works lists of passengers arriving in the U.S.
genealogical societies	*National Genealogical Society* *1921 Sunderland Place, N.W.* *Washington, D.C. 20036* *Genealogical Society Library* *107 South Main Street* *Salt Lake City, Utah 84111*

National Society
Daughters of the American Revolution
1776 D Street, N.W.
Washington, D.C. 2006

ORAL HISTORY INTERVIEWS

General Idea:
Much important information about immigration can be gathered by interviewing people who have firsthand knowledge of that experience.

Introduction:
Because a great deal of immigrant and ethnic history has yet to be written, valuable historical data can be gathered through the process of oral history. Students can learn much about immigrant and ethnic life by interviewing Hungarians who have gone through the immigration process. In addition, students can develop valuable communication skillls by becoming involved in an oral history project.

Specific Objectives:
Students will learn about immigrant life in America.
Students will develop skills in interviewing, listening, synthesizing information and writing.

Minimum Time Required:
Three hours of in-class work plus homework.

Materials:
Basic Oral History Ethnicity Questionnaire (attached).

Tape recorders and Cassettes.

List of tips for Oral History interviewing (attached).

Procedures:
Step 1: Introduce students to the process of oral history interviewing. Play a sample tape if possible. Review list of interviewing tips.
Step 2: Have students conduct practice interviews with one another. They should first prepare a short list of questions and answers before practicing with the recorder. Teacher should then critique each practice interview.
Step 3: Have students select a respondent for his/her interview.

Step 4: After a preliminary meeting (without tape recorder) students should schedule the interview sessions.
Step 5: Students should give oral and/or written reports on their interviews.

TIPS ON ORAL HISTORY INTERVIEWING

1. Do background research on the topic(s) of the interview.
2. Be familiar with your equipment. Practice sessions on the use of a tape recorder should be held.
3. Use a standard introduction for each tape made as part of a single project.
4. Have a preliminary meeting with respondent before the actual taping session. Use this meeting to get acquainted with the respondent and to decide on the topic to be covered in the interview.
5. Ask open-ended questions, i.e., the type that require more than a "yes" or "no" response.
6. Allow the respondent to talk. Avoid interrupting unless her or she strays too far from the subject.
7. Accept pauses. That is, allow the respondent to think between questions or during and answer.
8. Be prepared to ask a question from a different angle if the respondent is not responsive to your initial approach.

BASIC ORAL HISTORY ETHNICITY QUESTIONNAIRE

Developed by: Ethnic Studies Program (John Bodnar)
PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION
(Revised January 1975)

(1) Introduction:
Basic questions to be asked at the start of each interview and required information.
Name of interviewers, place, date?
Person being interviewed:
age?
place of birth?
ethnic origin?
occupation?
religious and political affiliations?

(2) Family History: I
Birthplace or parents?
When did parents enter this area?

Why did they come to this area?
All locations parents lived before coming to this area/
Father's occupational history?
Did mother work? – When? – Where? – How Long?
Did any relatives or boarders reside in the household?
Did children do household work?
Parents' views on religion, education, values, etc.?
Particular problems of being second generation?
Size of family?
What do you recall of depression days (1930s)?

(3) Occupational History of Person Being Interviewed:
Did you work as a child?
Did any of your income go toward the support of your household?
First adult occupation?
Occupational advancement or declines?
Did you have to move around to search for work?
Union activities?
What was your first job? – Last job?
Do you recall any strikes? – What were the issues involved? What was your role? – Who were the strikebreakers?
Were you ever discriminated against for any reason?
What did you think of unions? – What union did you join?
Was your job hazardous? – What measures were taken to insure your safety?

(4) Career evaluation:
As a young person what did you want to do in life?
Did you aspire to any particular job?
Was your job better than your father's?
How long did you go to school?
What was you father's last job?
What did you do in your work?
What job did you feel you were capable of attaining?
Did you ever want to leave your job for a "better one" or start a business of your own? – Why?
Were you able to pretty much control your own career?
What opportunities were open to you for advancement in your job?
Did you feel you earned respect? – Why?
Were you successful in your career? – Why?
Did your efforts benefit your children?
What are you most proud of in your life?

(5) Family history: II

Did you feel "closer" to your mother or your father?
Was your relationship with your parents intimate or distant?
Was either of your parents strict-authoritarian?
Was either of your parents away at work a great deal?
Were you anxious to leave your ethnic neighborhood? – Home?
Did you have to sacrifice your own aspirations to family needs (depression)?
Which of your parents wanted you to work?
Which stressed education?
At what age did you begin working?
What per cent of your earnings did you turn over to your parents? – What per cent did you keep?
Did you differ with your parents on how much of your earnings you could keep?

(6) Residential history:

How many different places have you lived?
Did you live in an "ethnic neighborhood"?
Did you ever leave your neighborhood because of your job? – Arrival of other ethnic groups?
Did you live near your work?

(7) Unstructured:

At this point the interviewees should be encouraged to elaborate on any aspect of their lives which they wish to discuss, for example, their political affiliations or membership in church groups or fraternal associations.

HUNGARIAN FAMILY HISTORY PROJECT

Introduction:

All of us have questions about who we are. A good way to discover why we behave in certain ways and not in others, or why we believe in certain things and not in others, is to look at our pasts. Our attitudes and much of our belief systems have developed in some family context. It's important for us to understand this heritage.

Any family is a good subject for a family history. In many cases one side of the family has exerted more influence than the other. If this is your case, don't worry; tell more about the side for which you can get more information. But do try to get some material for all four grandparents. You may include information on your great grandparents, but keep in mind that

it will take time to collect it. Be sure to tell something about the lives of your own parents.

Procedures:

Step 1: Have students make a family tree or chart of their ancestors. There are several ways of doing such a chart.

Step 2: Students should conduct Oral History interviews with members of their family. See attached list of questions.

List of Questions for Interviewing Family Members

A. **The "Old Country"**

("Old Country can mean places in the U.S., such as the South, as well as other countries.)

1. Where did the person being interviewed (or his or her family) come from?
2. Where did the family live in the old country?
3. Was the family rich or poor? Describe some aspects of their lives that show this.
4. What kind of dwelling did they live in? What kind of foods were eaten daily?
5. Did anyone else besides parents and their children live in the dwelling?
6. Did friends and relatives live nearby--in the same building or neighborhood?
7. Did people choose their mates or were marriages arranged? Where did children live after they got married?
8. Did old people live alone, with their children, or in old folks' homes?
9. What religious group did they belong to?
10. Did they belong to any other groups or clubs?
11. Did they have political rights? Did they hold any political offices?
12. What festivals and holidays did they observe? How were they observed?
13. What family celebrations were held? What were they like? How and where were marriages, christenings, funerals, and other ceremonies held? Who went?
14. If there were family conflicts, what were they about? How were they handled?

15. How were the children trained and disciplined? How much and what kind of schooling did they get? What activities happened at school? Did both boys and girls go to school?
16. What big events occurred in the life of the family— or of the town? Who were their heroes?
17. What did people do for entertainment? What kind of amusements and sports were enjoyed? Did your own ancestors take part?
18. How was your family like or different from the other families in town?
    How did family members make a living? What jobs did they hold? What training did the work require and how did they get it?

B. Immigration

1. Where did they settle?
2. From what city did they leave the "old country"?
3. Did they have to make a trip home to get to the city of port from which they left? What form of transportation did they use for that part of their journey?
4. What kind of transportation did they use to get to their destination? Describe the trip? How much did it cost? How long did it take? How did they raise the money to pay the fare?
5. Why did they decide to emigrate?
6. Did just a single individual leave, or a family, or a larger group?
7. What did they know about the U.S.?
8. Where did they arrive? What were the first few days they were there like? How were they treated? What difficulties did they have?

C. In the United States

1. What were living conditions like? What kind of house or building did the family live in? How much rent did they pay?
2. What was the neighborhood like? Did other families of the same ethnic group live nearby? How close? What were the relationships like among the ethnic groups?
3. Who were the first members of the family to learn English? Why were they the first?
4. What were the neighborhood schools like? What was taught? What games and sports were played?

5. What did members of the family do with their leisure time? Where did they go? With whom did they spend their time?
6. What role did religion play in the family's life? Did they attend services regularly? What religion was it? Did people from other ethnic groups attend the same religious institution? How were religious practices different from the way they were in the old country?
7. Did anyone become a U.S. citizen? What was the process like? Can anyone describe the scene on the day he or she became a citizen?
8. Did members of the family vote? Did they strongly support a particular party or candidate? Why? Did they have much contact with local politicians? Was anyone in the family a recipient of assistance or patronage from a local political organization?
9. Did family members join any clubs, fraternal organizations, burial societies, etc.? What dues did they pay? What benefits did they receive?
10. How long did they stay in their first neighborhood? Did the chidren stay or move? Why? If they moved, where did they go? What is the first neighborhood like today? Where do the descendants of that family live today?
11. What kind of work did they do? How was the first job found? What were the wages? What skills were needed? What was the place of work like?
12. What were the co-workers and supervisors like? Were they members of the same ethnic group?
13. How long did they stay in the same job? If they left, what was the reason for doing so?
14. Did other generations of the same family pursue similar work patterns or move into different skill levels or occupations?
15. How did work and working conditions differ from the old country?
16. Did women in the family work outside the home? If so, what was the work like? What was the family attitude toward their working?
17. How old were the children when they started to work? Did they continue to go to school while working? What were their jobs like? What were their wages?

18. As time passed, what customs from the old country were the easiest to keep, and what customs were the hardest to keep? Why? What customs or traces of customs, remain in your family today?

D. Yourself

In addition to the questions above, you might discuss the following questions about your own childhood with your parents and grandparents:

1. As you were growing up, did you see yourself as a member of a particular ethnic group? If so, which one? Were there other ethnic groups in your neighborhood? Did you play with children from the other groups?

STUDY GUIDE – Kit #1
"CHILDREN'S HUNGARIAN HERITAGE"

1. What is the main point made in the legend of the White Stag? _____

2. Define Magyar. _____

3. Why is Hungarian classified as an agglutinative language?

4. What are "name days" and why are they celebrated?

5. What does the Feast of Saint Mark (April 25th) celebrate?

6. What is the significance of "Imre?" _____

7. Name two Hungarian dances and indicate what each one celebrates.

_____ _____

_____ _____

8. What is "Táncház" and why is it important to many Hungarian Americans? _____

_____

_____

9. Name at least two Hungarian beliefs about eggs.

_____

_____

_____

10. What is "Luca's Chair"? _____

_____

_____

11. Name two favorite Hungarian beverages.

_____

_____

12. Name two popular Hungarian dishes.

_____

_____

13. Who was Joe Magarac and what does he symbolize?

_____

_____

_____

14. What are Hungary's three national colors?

_____

_____

_____

15. What is Matyó? _____

_____

_____

40

STUDY GUIDE - Kit #2
"HUNGARIAN IMMIGRANTS IN GREATER PITTSBURGH"

1. List two reasons for the beginnings of the large-scale emigration of Hungarians in 1880:

   a) _____

   b) _____

2. The reasons listed above might be considered "push" factors of immigration. Name a "pull" factor that led Hungarians to America.

   _____

   _____

3. Explain the significance of the extensive kinship network developed between Hungarian emigrants and their families back home.

   _____

   _____

   _____

   _____

4. Name at least three religious denominations that Hungarian immigrants belonged to:

   _____

   _____

   _____

5. Name two factors that determined where the Hungarians settled in Western Pennsylvania:

   _____

   _____

6. Name two centers of Hungarian settlement in 1900:

   _____

   _____

7. Why did so many immigrants give up their original dream of returning to the homeland?

   _____

   _____

8. Explain why Hungarian immigrants developed fraternal-benefit societies and name at least one example of such a society?

9. Name three functions of the Hungarian churches in 1900:

10. What is *Magyarság* and why is it important to Hungarian Americans?

11. Why is the Hungarian Nationality Room at the University of Pittsburgh important to Hungarian-Americans?

12. Name at least three ways that Hungarian-Americans preserve their traditions?

13. Choose one of the following statements and defend it:
"Hungarians have 'made it' in America."
"Hungarians have not been successful in America."

14. What characteristics set the new Hungarian immigrants (1950-1980) apart from the previous ones?

15. Explain the significance of the *Hungarian Professional Society of Pittsburgh*.

STUDY GUIDE – Kit #4
HUNGARIAN COMMUNITY LIFE TODAY IN GREATER PITTSBURGH

1. Name the two types of institutions that account for much Hungarian community life today:

2. Explain why churches are so important to the Hungarian-American community:

3. What is *Magyar Park* in Somerset County significant to Hungarian-Americans?

4. Identify the following:
   a) Paprikás Group _____
   b) Pittsburgh Folk Festival _____
   c) William Penn Association _____
   d) *Magyarság* _____
   e) *Eighth Tribe* _____

5. List three reasons for teaching children Hungarian language and culture classes:

   _____

   _____

   _____

   _____

STUDY GUIDE – Kit #6
HUNGARIAN FOLK ARTS AND CRAFTS

1. Name three external influences that have had an impact on Hungarian arts and crafts.

   _____

   _____

   _____

2. What accounted for the "Golden Age" of Hungarian Folk Art?

   _____

   _____

   _____

3. Name at least three general characteristics of Hungarian folk art.

   _____

   _____

   _____

4. Identify the features of folk art associated with the four regions of Hungary listed below:
   a) Transdanubia _____
   b) Highlands of Northern Hungary _____
   c) The Great Hungarian Plain _____
   d) Transylvania _____

5. Identify the following:
   a) Mestergerenda _____
   b) Székelykapu _____
   c) Tulipános láda _____
   d) Csutora _____
   e) Duda _____
   f) Dolmány _____
   g) Suba _____
   h) Szűr _____
   i) Kelengye _____
   j) Penn View Art Center

STUDY GUIDE – Kit #7
SURVEY OF HUNGARY — PAST AND PRESENT

1. What is the "original homeland" of the Hungarian people?

   _____

   _____

2. Name two important achievements of Saint Stephen (1000-1038 A.D.)

   _____

   _____

3. Identify the significance of each of the following:
   a) Counter-Reformation _____
   b) Magyar _____
   c) Pragmatic Sanction _____
   d) Diet _____
   e) Treaty of Trianon _____
   f) Austro-Hungarian Empire _____
   g) Budapest _____
4. What is Hungary's principal river?

   _____

5. Name the two primary occupations of Hungary's population.

   _____

   _____

HUNGARIAN ETHNIC HERITAGE STUDY OF PITTSBURGH

The Hungarian Ethnic Heritage Study of Pittsburgh has published ten curriculum kits that present aspects of the Hungarian ethnic heritage in Greater Pittsburgh. Following are the curriculum kits that have been published:

1. Children's Hungarian Heritage
2. Hungarian Immigrants in Greater Pittsburgh, 1880–1980
3. Guide to Historic Hungarian Places in Greater Pittsburgh
4. Hungarian Community Life in Greater Pittsburgh
5. Hungarian Folk Traditions Revisited
6. Hungarian Folk Arts and Crafts
7. Survey of Hungary: Past and Present
8. Hungarian Historical Sources and Collections in Greater Pittsburgh
9. Bibliographical Guide to Hungarian-American Sources
10. Teaching Guide for Hungarian Curriculum Kits

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